

**California
Commission on Teacher Credentialing**

**Meeting of
April 2-3, 2003**

AGENDA ITEM NUMBER: PREP-2

COMMITTEE: Preparation Standards Committee

TITLE: Proposed Adoption of Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential

_____ Action

X Information

_____ Report

Strategic Plan Goal(s):

Goal 1: Promote educational excellence in through the preparation and certification of professional educators

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**Proposed Adoption of Standards of Quality and Effectiveness for
Educational Leadership Preparation Programs Leading to the
Preliminary Administrative Services Credential**

**Professional Services Division
April 2-3, 2003**

Executive Summary

In December, 2002, Commission staff presented *Draft Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential* to the Commission for consideration, prior to conducting a field review of the standards. Between December 2002 and April 2003, the draft standards were reviewed by various stakeholder groups. On February 28, 2003, Commission staff met with the Executive Director's Design Team, a group of experts and practitioners that met throughout 2002 to advise staff regarding the content of new standards. Feedback from the field review was thoroughly analyzed, and modifications to the draft standards were made as a result of this meeting. The revised standards for the Preliminary Administrative Services Credential are being presented to the Commission for consideration.

In March, 2003, the Commission reviewed draft standards for the professional level of the Administrative Services Credential. Those draft standards are currently undergoing field review and will be revised (potentially) based on feedback prior to being presented to the Commission for consideration and possible adoption in June 2003.

Fiscal Impact Summary

Activities related to administrator preparation are covered under the Commission's base budget.

Policy Issues To Be Decided

Do the enclosed standards address the appropriate range of issues necessary in the preparation of school administrators?

Proposed Adoption of Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential

Professional Services Division April 2-3, 2003

In December 2002, Commission staff presented *Draft Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential* to the Commission for consideration, prior to conducting a field review of the standards. Between December 2002 and April 2003, the draft standards were reviewed by various stakeholder groups. On February 28, 2003, Commission staff met with the Executive Director's Design Team, a group of experts and practitioners that met throughout 2002 to advise staff regarding the content of new standards. Feedback from the field review was thoroughly analyzed, and modifications to the draft standards were made as a result of the meeting.

In March 2003, the Commission reviewed draft standards for the *professional* level of the Administrative Services Credential. Those draft standards are currently undergoing field review and will be revised (potentially) based on feedback prior to being presented to the Commission for consideration and possible adoption in June 2003.

Following a review of options for earning the Preliminary Administrative Services Credential this agenda report includes a summary of field review activities and feedback and revised standards for the Preliminary Administrative Services Credential for Commission consideration.

Options for Earning a Preliminary Administrative Services Credential

Individuals pursuing a Preliminary Administrative Services Credential based on California preparation must meet the following requirements in addition to one of the preparation options described below to be eligible for the credential:

- Possession of a valid prerequisite teaching or services credential;
- A minimum of three years of successful, full-time service in the public schools or private schools of equivalent status; and,
- Passage of the California Basic Educational Skills Test (CBEST).

Preparation Options

- Completion of a college or university based program accredited by the Commission on Teacher Credentialing (Commission). Fifty colleges and universities in California currently offer preparation programs leading to a Preliminary Administrative Services Credential based on standards of quality and effectiveness. The enclosed standards, if adopted by the Commission, will govern these programs in the future. Over the next two years, program sponsors will submit revised program documents in response to the new standards. Each new program will be required to be re-certified under the new standards.

- Completion of a Commission accredited Internship program sponsored by a college or university and a local education agency. Twenty-three colleges and universities in California offer internship programs leading to a Preliminary Administrative Services Credential. These programs are also accredited by the Commission based on standards. If adopted by the Commission, the enclosed standards will govern these programs in the future as well.
- Completion of a Commission-accredited alternative preparation program offered by a local education agency. Alternative preparation programs meeting the Commission's standards may be offered by local education agencies. When the new standards for preliminary credential programs are adopted by the Commission, prospective program sponsors may submit proposals to the Commission for accreditation.
- Passage of the Commission-adopted "School Leaders Licensure Assessment" (SLLA) administered by Educational Testing Service (ETS). This six-hour test assesses candidates' skills in situational analysis, problem solving and decision making in educational leadership scenarios. The SLLA was administered for the first time in California on January 11, 2003 and is scheduled to be offered three times annually. For more information about test content and test dates, please see the ETS web site at www.ets.org/sls/slsaboutslla.html. The Commission adopted a passing standard of 173 during its March 2003 meeting. Individuals who pass the SLLA and meet the prerequisites for obtaining a Preliminary Administrative Services Credential may apply directly to the Commission for the credential. An original score report showing passage of the examination and documentation of possession of the prerequisites must be submitted with a credential application (41-4) and \$55 fee.

Overview of Field Review Activities and Findings

Staff conducted a field survey of the draft standards through an instrument posted on the Commission's web site and announced the survey's availability through contacts from the Association of California School Administrators and the California Association of Professors of Educational Administration, and through the Commission's e-mail list serve process. The survey was conducted for a seven-week period between January 8 and February 25, 2003. The survey included collection of some background information from respondents, but primarily consisted of a rating process for each program standard and element, to which the respondent indicated whether the element is either essential, important, somewhat important, or not important in preparing an effective school administrator. At the end of each standard, the respondent had an opportunity to provide additional comments. The survey concluded by asking the respondent if the standards as a whole address all elements necessary for a program to prepare effective beginning administrators, and if not, to note other elements that should be added.

Response to the survey was limited, with only sixteen complete survey responses received. An additional 19 letters were submitted that did not respond directly to the survey, but provided comments on the draft standards. Of the 16 respondents who completed the survey, seven were current university faculty, five were current central office administrators, three were current site administrators and one was an educational consultant. Eleven of these respondents had

experience as site administrators and fifteen had previously been teachers. In rating each of the standards and elements, the vast majority of respondents noted all to be either essential or important in preparing an effective school administrator. Of the 158 standards and elements, only nine received any “not important” responses. Eight of those received only one such response, and the other received two. Of the 158 standards and elements, 123 received greater than 85% of responses in the “essential” or “important” categories. Complete information on survey responses is available for review in Appendix A of this item.

Comments provided either through the survey instrument or in separate correspondence sent to the Commission provided additional input for consideration in the standards revision process. Specific concerns addressed in those comments most commonly concerned special education issues, and most indicated a belief that the standards did not provide sufficient preparation related to special education inclusion issues and federal and state law in that area. The most recent draft includes added or amended elements 1(e), 3(a), 5(e), 6(b)(3), 6(e) and 12(i) to respond directly to these concerns, and amended elements 1(c), 4(a), 4(f), 6(b)(3), 7(e) and 11(i) to more generally address the need for administrators to ensure that schools appropriately serve students with varying learning styles and needs. A summary of the comments provided in response to these standards is available for review in Appendix B of this item.

Another perceived deficiency in the standards was the way in which the use of technology was addressed. The draft standards included a separate standard on the use of technology. Some respondents recommended an integration of program elements related to technology into other standards rather than separating them into a stand-alone technology standard, as this would more likely achieve the desired end of integrating the use of technology into daily administrative practice. The Design Team addressed this concern by incorporating elements on preparation in the use of technology into Standard 1 (elements c and d) and Standard 12 (elements i and j) and removing the separate standard on the use of technology from the current draft.

To a lesser degree, respondents expressed concerns about the requirement for partnerships stated in Standard 2 and logistical issues presented by the field experience requirement as described in Standard 7 (previously Standard 8). The Design Team chose not to recommend changes in Standard 2 based on the perception that the requirement for partnerships in program design and implementation provides a critical perspective more likely to lead to the success of administrator preparation programs in meeting the needs of both the new administrators and the districts they will serve. The Design Team also discussed the field experience standard based on concerns raised, but noted inherent difficulties in implementing the fieldwork component in all administrator preparation programs given that the majority of candidates generally already work full time in schools. After reviewing Standard 7 in light of the survey comments received and after considering possible alternatives, the design team recommended that the original draft of that standard should not be amended.

Some respondents also noted that the scope of the standards might require an increase in program course or unit requirements. While the Design Team understood this concern, they also considered the fact that the variability of new options for completing requirements for the Professional Clear Administrative Services Credential elevate the need to ensure that no critical aspect of administrator preparation be omitted from the preliminary program standards. Neither

the Design Team nor staff have indicated a desire to expand the length of preparation programs or number of program. Rather, the scope of the program established in these standards is intended to reflect the complexity of administrative service and the scope of knowledge and skills required for success as an administrator. Those programs perceiving a need to expand requirements in order to meet these standards would not be precluded by any program conditions established by the Commissions from making such structural changes.

The next section of this item presents the revised *Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential* for the Commission's consideration.

**Draft Standards of Quality and Effectiveness for
Educational Leadership Preparation Programs Leading to
the Preliminary Administrative Services Credential**

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings - that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on, the Candidate Competence and Performance Standards in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 1(a) The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.
- 1(b) The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theory and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.
- 1(c) **The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses technology for instructional support, administrative decision-making and the management of data in schools.**
- 1(d) **The design of the coursework and field experiences provides each candidate with opportunities to learn about and manage the use of technology for the improvement of the instructional program.**
- 1(e) The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate's completion of the program.
- 1(f) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III, including opportunities to observe administrative practices in diverse settings.

- 1(g) *For an internship program, the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.*
- 1(h) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the preliminary administrative services credential. The program sponsor ensures that each candidate demonstrates satisfactory mastery of the Candidate Competence and performance Standards in Category III at a level appropriate for beginning administrators.

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners shall be cooperatively established and the terms and agreements of the partnership shall be binding on both parties with each partner sharing the responsibility for the implementation and success of the program.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 2(a) The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by various interest groups such as parent and community organizations, county offices of education, educational research centers, business representatives, institutions of higher education, professional organizations, and other groups.
- 2(b) Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis. Dialogue between partners effectively assists in the identification and resolution of program issues and candidate needs.
- 2(c) Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.
- 2(d) Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.
- 2(e) Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Standard 3: Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice related to leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building, communication skills, the ability to articulate, apply and evaluate theories of leadership, an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment, an understanding of standards-based accountability systems, and the ability to use data to make decisions regarding program improvement. The program also develops each candidate's understanding of how to effectively manage resources and the relationship between resource management and successful instructional leadership.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 3(a) By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.
- 3(b) In the program, the structured design of coursework and fieldwork includes coherent recurring review, discussion and analysis of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.
- 3(c) As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.
- 3(d) *For an internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.*

Program Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 4(a) The program prepares candidates to effectively lead a school site by increasing the knowledge of the diverse constituencies that comprise the extended school community with respect to background experiences, languages, skills and abilities of student populations, including accommodations for students with special needs.
- 4(b) The program prepares candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- 4(c) The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.
- 4(d) The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

- 4(e) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and maintains high expectations for the academic achievement of all participants in all contexts.
- 4(e) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.
- 4(f) **The program develops each candidate's capacity to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.**
- 4(g) **The program develops each candidate's understanding of the legal and financial implications of serving students with special needs.**

Program Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 5(a) The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society.
- 5(b) The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving all members of the community in the life of schools.
- 5(c) The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.
- 5(d) The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.
- 5(e) **The program provides each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (b) understand the role of the site administrator in monitoring and implementing these provisions of law.**
- 5(f) The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.
- 5(g) The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Program Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 6(a) Shared Vision of Learning The program provides an opportunity for the candidate to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.
 - 6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflective activities, and addresses the need for reflection across the program.
 - 6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.
 - 6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.
 - 6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
 - 6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.

- 6(b) Culture of Teaching and Learning The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.
- 6(b)(1) The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.
- 6(b)(2) The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.
- 6(b)(3) **The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.**
- 6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, evaluate strategies to improve student achievement.
- 6(b)(5) The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.
- 6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.
- 6(c) Management of the School in the Service of Teaching and Learning The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.
- 6(c)(1) The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.

- 6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.
- 6(c)(3) The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.
- 6(c)(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.
- 6(c)(5) The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.
- 6(c)(6) The program provides an opportunity for the candidate to develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning.
- 6(c)(7) The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes.
- 6(c)(8) The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.
- 6(c)(9) The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.
- 6(d) Working With Diverse Families And Communities The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

- 6(d)(1) The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.
- 6(d)(2) The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.
- 6(d)(3) The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students' success.
- 6(d)(4) The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 6(d)(5) The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.
- 6(d)(6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.
- 6(e) Personal Ethics and Leadership Capacity The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

- 6(e)(1) The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and evaluation and reflect upon the learning from these opportunities for practice in course work and field work.
- 6(e)(2) The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.
- 6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.
- 6(e)(4) The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.
- 6(f) Political, Social, Economic, Legal and Cultural Understanding The program provides an opportunity for the candidate to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.
- 6(f)(1) The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.
- 6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.
- 6(f)(3) **The program provides opportunities for the candidate to engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.**

- 6(f)(4) The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.
- 6(f)(5) The program provides an opportunity for the candidate to learn how to create a welcoming school environment for ~~to~~ the public, be responsive to diverse community and constituent views, and create and facilitate constructive conversations about how to improve student learning and achievement.

NOTE: Both ACSA (see attached letter in Appendix A) and the Executive Director’s Design Team recommended that this standard be eliminated, and its content distributed appropriately throughout the standards. As a result, elements 7(b) and 7(e) were added to Standard 1, and two new elements were added to Standard 12 (12i and 12j).

~~Standard 7: Use of Technology~~

~~Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting. Candidates learn to use, manage and make decisions about several forms of technology. Candidates learn what forms of technology are appropriate for schools, and how these technologies can contribute to instructional support, administrative decision making, and the management of data.~~

~~An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements:~~

- ~~7(a) — Each candidate has opportunities to develop and improve in their competence of using technological tools.~~
- ~~7(b) — Each candidate understands the importance and role of multi-media technologies for instructional support, administrative decision making, and the management of data in schools.~~
- ~~7(c) — Each candidate uses computers and other technologies in the performance of administrative responsibilities.~~
- ~~7(d) — Each candidate is able to make informed decisions about appropriate technologies for school use.~~
- ~~7(e) — Each candidate is able to manage the use of technology for the improvement of the instructional program.~~

Category II: Field Experiences in the Standards

Standard 7: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 7(a) The field experience responsibilities are closely related to the job performance requirements of administrators.
- 7(b) Linkages are made between the field experiences and the content of coursework in school administration.
- 7(c) The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based mentor.
- 7(d) Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.
- 7(e) Authentic and significant experiences addressing a variety of school levels and a variety of school settings are required for each candidate, including field experiences, at least one of which involves a site with a diverse school population.
- 7(f) Field experiences include opportunities to deal with long term educational policy issues in the school or district.
- 7(g) *For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.*
- 7(h) *For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.*

Standard 8: Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 8(a) Guidance, assistance, and feedback encompass all of the components of the Standards of Candidate Competence and Performance in Category III which occur in the field experiences.
- 8(b) The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s), program supervisor(s) and the candidate.
- 8(c) The information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.
- 8(d) The final field experience evaluation is made by the program supervisor with the involvement of the supervising administrator and the candidate.

Category III: Standards of Candidate Competence and Performance

Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level administrators, and appropriate for the developmental stage of each candidate. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 9(a) By design, candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program's conclusion. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.
- 9(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.
- 9(c) The assessment is administered by the program sponsor and includes at least one program supervisor.
- 9(d) The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.
- 9(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.
- 9(f) One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate's competence and performance.

- 9(g) The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.
- 9(h) The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.
- 9(i) The program includes a clearly specified process for making credential recommendations and verifying that candidates have completed all requirements before recommending them for a credential.

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

An accreditation team determines whether the program prepares candidates to meet this standard based on evidence provided by the program sponsor. The team must determine that the competence of each candidate has been clearly and effectively substantiated by the program in relation to the following elements.

- 10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- 10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 10(d) Each candidate can identify and address barriers to accomplishing the vision.
- 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- 10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

An accreditation team determines whether the program prepares candidates to meet this standard based on evidence provided by the program sponsor. The team must determine that the competence of each candidate has been clearly and effectively substantiated by the program in relation to the following elements.

- 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 11(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
- 11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.
- 11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- 11(i) **Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.**
- 11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

An accreditation team determines whether the program prepares candidates to meet this standard based on evidence provided by the program sponsor. The team must determine that the competence of each candidate has been clearly and effectively substantiated by the program in relation to the following elements.

- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, including credentialed and classified staff working with students with special needs, and to manage and evaluate the instructional program.
- 12(b) Each candidate can establish school operations, patterns, and processes that support student learning.
- 12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.
- 12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.
- 12(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.**
- 12(j) Each candidate is able to effectively use technology to manage multiple types of data-bases within a school and to use data to improve instruction.**

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

An accreditation team determines whether the program prepares candidates to meet this standard based on evidence provided by the program sponsor. The team must determine that the competence of each candidate has been clearly and effectively substantiated by the program in relation to the following elements.

- 13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
- 13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.
- 13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.
- 13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 13(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

An accreditation team determines whether the program prepares candidates to meet this standard based on evidence provided by the program sponsor. The team must determine that the competence of each candidate has been clearly and effectively substantiated by the program in relation to the following elements.

- 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.
- 14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 14(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 14(h) Each candidate engages in professional and personal development.
- 14(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- 14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- 14(k) Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

An accreditation team determines whether the program prepares candidates to meet this standard based on evidence provided by the program sponsor. The team must determine that the competence of each candidate has been clearly and effectively substantiated by the program in relation to the following elements.

15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.

15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community

15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

APPENDIX A

Responses to the Field Review of *Draft Standards of Quality and Effectiveness for Education Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential*

Background information

| | | | | | |
|----------------------|--------------------|----------------------|--------------------|------------------|---------|
| 1. Current Position: | Site Administrator | Central Office Admin | University Faculty | Policy Advocate | Teacher |
| number of responses | 3 | 5 | 7 | | |
| years of experience | 27,13,5 | 18,3,6,7,2 | 10,12,7,2,8,9,3 | | |
| 1. Current Position: | Prospective Admin | School Board Member | Parent | Other | |
| number of responses | | | | 1 | |
| years of experience | | | | ed. consultant,3 | |

| | | | | | |
|---------------------|---------------------------------|----------------------|--------------------|-----------------|---|
| 2. Other Positions: | Site Administrator | Central Office Admin | University Faculty | Policy Advocate | Teacher |
| number of responses | 11 | 6 | 3 | | 15 |
| years of experience | 7,24,6,10,20,21,1,3, 15,29,7 | 13,1,13,20,15,12 | 1,1,2 | | 6,5,5,6,26,9, 22, 7,5,5,14,6,6, 12,3 |
| 2. Other Positions: | School Board Member | | | | |
| number of responses | | | | | |
| years of experience | | | | | |

| | | | |
|----------------------|-------|----------|-------|
| 3. Type of Community | Rural | Suburban | Urban |
| number of responses | | 10 | 6 |

| | | | | |
|---------------------|-------|--------|-------|-------------|
| 4. Type of District | Large | Medium | Small | No response |
| number of responses | 5 | 4 | | 7 |

| | | | |
|--------------------------|-------------------|-----------------------|---------|
| 5. Currently pursuing... | prelim admin cred | prof clear admin cred | neither |
| number of responses | | | 16 |

Ratings on Draft Standards and Elements

| Category I | essential | important | somewhat important | not important | no response |
|-------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 1 | 13 | 2 | | | 1 |
| element 1a | 12 | 4 | | | |
| element 1b | 12 | 4 | | | |
| element 1c | 10 | 5 | 1 | | |
| element 1d | 13 | 3 | | | |
| element 1e | 11 | 5 | | | |
| element 1f | 9 | 6 | 1 | | |

| Category I (cont.) | essential | important | somewhat important | not important | no response |
|--------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 2 | 8 | 6 | 2 | | |
| element 2a | 8 | 4 | 4 | | |
| element 2b | 7 | 6 | 2 | 1 | |
| element 2c | 9 | 6 | 1 | | |
| element 2d | 7 | 7 | 2 | | |
| element 2e | 8 | 5 | 2 | 1 | |

| | essential | important | somewhat important | not important | no response |
|-------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 3 | 12 | 4 | | | |
| element 3a | 12 | 3 | 1 | | |
| element 3b | 9 | 6 | 1 | | |
| element 3c | 13 | 3 | | | |
| element 3d | 9 | 6 | 1 | | |

| | essential | important | somewhat important | not important | no response |
|-------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 4 | 10 | 5 | 1 | | |
| element 4a | 9 | 6 | | | 1 |
| element 4b | 5 | 4 | 6 | | 1 |
| element 4c | 8 | 6 | 2 | | |
| element 4d | 8 | 6 | 2 | | |
| element 4e | 8 | 7 | 1 | | |
| element 4f | 11 | 3 | 2 | | |

| | essential | important | somewhat important | not important | no response |
|-------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 5 | 9 | 6 | 1 | | |
| element 5a | 6 | 6 | 3 | 1 | |
| element 5b | 7 | 5 | 4 | | |
| element 5c | 9 | 5 | 2 | | |
| element 5d | 8 | 5 | 3 | | |
| element 5e | 11 | 4 | | | 1 |
| element 5f | 9 | 5 | 1 | | 1 |

| | essential | important | somewhat important | not important | no response |
|---------------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 6 | 15 | 1 | | | |
| element 6a | 11 | 4 | 1 | | |
| element 6a1 | 10 | 6 | | | |
| element 6a2 | 12 | 2 | 2 | | |
| element 6a3 | 11 | 4 | 1 | | |
| element 6a4 | 11 | 5 | | | |
| element 6a5 | 11 | 5 | | | |
| element 6b | 13 | 2 | 1 | | |
| element 6b1 | 8 | 6 | 2 | | |
| element 6b2 | 6 | 8 | 2 | | |
| element 6b3 | 11 | 4 | 1 | | |
| element 6b4 | 6 | 9 | 1 | | |
| element 6b5 | 9 | 5 | 2 | | |
| Category I (cont.) | essential | important | somewhat important | not important | no response |
| Standard 6 (cont.) | | | | | |
| element 6b6 | 10 | 4 | 2 | | |
| element 6c | 14 | 2 | | | |
| element 6c1 | 13 | 3 | | | |
| element 6c2 | 7 | 6 | 3 | | |
| element 6c3 | 9 | 5 | 2 | | |

| | | | | | |
|-------------|----|----|---|--|--|
| element 6c4 | 12 | 4 | | | |
| element 6c5 | 10 | 4 | 2 | | |
| element 6c6 | 11 | 5 | | | |
| element 6c7 | 10 | 6 | | | |
| element 6c8 | 9 | 7 | | | |
| element 6c9 | 12 | 4 | | | |
| element 6d | 9 | 7 | | | |
| element 6d1 | 4 | 10 | 2 | | |
| element 6d2 | 5 | 6 | 5 | | |
| element 6d3 | 7 | 8 | 1 | | |
| element 6d4 | 2 | 11 | 3 | | |
| element 6d5 | 4 | 8 | 4 | | |
| element 6d6 | 7 | 8 | 1 | | |
| element 6e | 14 | 2 | | | |
| element 6e1 | 16 | | | | |
| element 6e2 | 10 | 5 | 1 | | |
| element 6e3 | 8 | 6 | 2 | | |
| element 6e4 | 4 | 9 | 3 | | |
| element 6f | 9 | 6 | 1 | | |
| element 6f1 | 12 | 4 | | | |
| element 6f2 | 8 | 8 | | | |
| element 6f3 | 13 | 3 | | | |
| element 6f4 | 5 | 8 | 3 | | |
| element 6f5 | 5 | 9 | 2 | | |

| | essential | important | somewhat important | not important | no response |
|-------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 7 | 5 | 9 | 1 | 1 | |
| element 7a | 7 | 5 | 4 | | |
| element 7b | 7 | 6 | 3 | | |
| element 7c | 9 | 5 | 2 | | |
| element 7d | 5 | 8 | 3 | | |
| element 7e | 4 | 9 | 3 | | |

| Category II | essential | important | somewhat important | not important | no response |
|--------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 8 | 10 | 4 | | | 2 |
| element 8a | 10 | 5 | | | 1 |
| element 8b | 12 | 2 | 2 | | |
| element 8c | 8 | 7 | 1 | | |
| element 8d | 10 | 4 | 2 | | |
| element 8e | 8 | 4 | 3 | 1 | |
| element 8f | 6 | 6 | 2 | 2 | |
| element 8g | 8 | 8 | | | |
| element 8h | 7 | 5 | 3 | | 1 |

| | essential | important | somewhat important | not important | no response |
|-------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 9 | 11 | 4 | 1 | | |
| element 9a | 11 | 4 | 1 | | |
| element 9b | 12 | 3 | 1 | | |
| element 9c | 11 | 4 | 1 | | |
| element 9d | 9 | 5 | 2 | | |

| Category III | essential | important | somewhat important | not important | no response |
|---------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 10 | 8 | 7 | 1 | | |
| element 10a | 8 | 6 | 2 | | |
| element 10b | 8 | 4 | 4 | | |
| element 10c | 7 | 6 | 3 | | |
| element 10d | 6 | 8 | 2 | | |
| element 10e | 6 | 10 | | | |
| element 10f | 6 | 5 | 4 | | 1 |

| | essential | important | somewhat important | not important | no response |
|--------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 11 | 10 | 4 | 1 | | 1 |
| element 11a | 8 | 5 | 2 | | 1 |
| element 11b | 7 | 4 | 4 | | 1 |
| element 11c | 7 | 2 | 6 | | 1 |
| element 11d | 9 | 5 | 1 | | 1 |
| element 11e | 7 | 8 | | | 1 |
| element 11f | 10 | 3 | 2 | | 1 |
| element 11g | 5 | 7 | 2 | 1 | 1 |
| element 11h | 8 | 4 | 3 | | 1 |
| element 11i | 6 | 8 | 1 | | 1 |
| element 11j | 2 | 10 | 3 | | 1 |

| Category III (cont.) | essential | important | somewhat important | not important | no response |
|----------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 12 | 11 | 4 | | | 1 |
| element 12a | 11 | 3 | 1 | | 1 |
| element 12b | 10 | 4 | 1 | | 1 |
| element 12c | 11 | 3 | 1 | | 1 |
| element 12d | 7 | 7 | 1 | | 1 |
| element 12e | 8 | 6 | 1 | | 1 |
| element 12f | 9 | 5 | 1 | | 1 |
| element 12g | 9 | 5 | 1 | | 1 |
| element 12h | 10 | 4 | 1 | | 1 |

| | essential | important | somewhat important | not important | no response |
|--------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 13 | 10 | 4 | 2 | | |
| element 13a | 4 | 9 | 3 | | |
| element 13b | 4 | 9 | 3 | | |
| element 13c | 8 | 5 | 3 | | |
| element 13d | 5 | 8 | 3 | | |
| element 13e | 2 | 10 | 3 | 1 | |
| element 13f | 3 | 11 | 2 | | |
| element 13g | 7 | 8 | 1 | | |

| | essential | important | somewhat important | not important | no response |
|--------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 14 | 12 | 4 | | | |
| element 14a | 11 | 5 | | | |
| element 14b | 11 | 5 | | | |
| element 14c | 8 | 7 | 1 | | |
| element 14d | 4 | 8 | 4 | | |
| element 14e | 9 | 6 | 1 | | |
| element 14f | 9 | 6 | 1 | | |
| element 14g | 8 | 4 | 4 | | |
| element 14h | 10 | 4 | 2 | | |
| element 14i | 11 | 5 | | | |
| element 14j | 10 | 5 | 1 | | |
| element 14 k | 14 | 2 | | | |

| | essential | important | somewhat important | not important | no response |
|--------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 15 | 4 | 9 | 3 | | |
| element 15a | 5 | 8 | 2 | | 1 |
| element 15b | 13 | 2 | 1 | | |
| element 15c | 8 | 7 | 1 | | |
| element 15d | 9 | 6 | 1 | | |
| element 15e | 8 | 5 | 2 | | 1 |
| element 15f | 6 | 9 | 1 | | |

| Category III (cont.) | essential | important | somewhat important | not important | no response |
|-----------------------------|-----------|-----------|--------------------|---------------|-------------|
| standard 16 | 12 | 2 | 1 | | 1 |
| element 16a | 9 | 5 | 1 | | 1 |
| element 16b | 10 | 3 | 2 | | 1 |
| element 16c | 10 | 1 | 4 | | 1 |
| element 16d | 10 | 2 | 3 | | 1 |
| element 16e | 7 | 2 | 5 | 1 | 1 |
| element 16f | 10 | 2 | 3 | | 1 |
| element 16g | 10 | 3 | 2 | | 1 |
| element 16h | 12 | 3 | | | 1 |

| All elements addressed? | yes | no | no response | yes and no |
|--------------------------------|-----|----|-------------|------------|
| number of responses | 8 | 2 | 5 | 1 |

APPENDIX B

**Comments received in response to *Field Review of
Draft Standards of Quality and Effectiveness for Education
Leadership Preparation Programs Leading to the Preliminary
Administrative Services Credential***

Each “dot” represents a separate respondent. Comments are provided verbatim.

Standard 1

- If these standards/elements are essential (and I believe they are) and the Commission must believe they are how can utilizing an ETS 6 hr exam be allowed as a route into administration?
- On element f, it is essential that the theoretical and practical experiences are broad-based so that the experience is applicable to multiple settings throughout California and not just narrowly focused on the needs/interests of one particular district or environment. This is a huge concern to me!
- Reference is made to the “principles of learning theory.” It should be noted that there are several respected learning theories: behaviorism and constructivism, to name just two. The standards should not imply that there is just one accepted learning theory.

Standard 2

- A six hour exam does these things?
- I think partners – while a nice idea – may be hard to find – especially non-school partners. 2e – not realistic
- Element 2(d) – I am not sure partner(s) should or could have a role in developing program policies at a private IHE. We have university standards. i.e. gpa’s, code of conduct, etc. that are not open to negotiation with partners. However we collaborate on an “advisory” basis.
- Are IHE’s considered educational research centers in 2a? If not, they need to be included in the partnerships.
- Standard 2 emphasizes “partnerships,” yet if history is any guide, there will not be any funding to pay the other partners. In the past, universities have relied upon volunteer administrators to serve on program advisory committees and to help supervise field work. We have appreciated the assistance of these volunteers, but of this component is to be given more emphasis, it will not be possible without funding for the “partners.” The Commission should not emphasize “partnerships” without first identifying a firm source for such funding. It is not realistic to simply state point “2(e) Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources,” without first identifying a firm source of such funding, because realistically such cooperation is not going to happen without considerable firm funding. Point 2(a) needs clarification. What is meant by “The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, education research centers, business representatives, and other groups”? Do you mean that fieldwork could conceivably take place in those settings? If so, the point needs re-wording.
- 2(d) There are no references to “legislation mandates” for admin. candidates working in sp. ed programs and/or district, county or SELPA positions. Reference is made to “developing program policies....”

Standard 3

- An exam can substitute for these elements?
- I like std. 3. These are necessary skills.
- 3(a), 3(c) There is more to school administration than academic content standards!! Let's have some balance between instructional leadership and operations!

Standard 4

- How are these elements captured by an exam?
- 4b is important to me but I am not sure that it should be a core feature of the Administrator Credential program. It is better suited for the teacher credential program. I wouldn't want to dilute the Admin. Program content.
- Point 4(a) states that "The program prepares candidates...by increasing the knowledge of all members of the extended school community..." This statement also needs rewording, as no program is so ambitious as to attempt "increasing the knowledge of all members of the extended school community."
- Some of these elements can be combined. They seem a bit repetitive.
- 6d1-6d4: (Importance) depends on the needs of the school.
- Standard 4 – Diversity – Not inclusive of ethnicity, ability, sexual orientation.
Element 4(d) Does not include ability, language, gender. How inclusive should this be?
Element 4(f) Should this include ability of students?
- Element 4(f) is not a beginning administrator competency.

Standard 5

- Impossible to provide with an exam.
- My gosh – These would all be wonderful to teach – but in a 24-unit program? Ah-ha—and what about the test taker? I can't believe he/she can show all these skills.
- All of these issues are important but they cannot be equally weighted as I don't think it is possible to do justice to all of them in the curriculum.
- Very important standard!

Standard 6

- This standard has 41 essential/very important elements none of which can be attained by passing a 6 hr exam.
- 6e3 really has two distinct parts
- 6c9 In addition to align fiscal, human...resources candidates need to understand the components and relationship. 6d First time individuals with disabilities mentioned. Should come earlier in the standards? 6d6 – Seems like individuals with disabilities deserves its own subcategory – (6d7) – to include elements and understanding of inclusion. 6e4 – Should add "equal access" to technology? 6f3 – Very problematic to put disabilities and English language learners in the "authentic school problems." This feeds into the worst practice of school leaders to see these as problems. Please correct this! Not the same as discipline – school safety! Please! 6f4 – Should add "resources" including technology.
- 6(f)(1) – a "school operation" isn't the only setting this standard should address if you have a variety of positions this admin credential covers. 6(f)(2) – same comment as 6(f)(1). Basically this whole section is too "site" specific for the variety of credentials this cred. can cover.

Standard 7

- Overall, this section seemed to be very heavy on the affective domain. I am not sure that many of these behaviors can be learned. (Nature vs. nurture)
- Standard 7 Add an equity perspective, equitable distribution of resources -- the digital divide.
- I have not had sufficient time to complete the entire survey, but very much wanted to make a suggestion regarding the technology standard: Since the CTC has aligned its work with the CPSEL and ISLLC Standards, why not have the same alignment with technology, and align them with the TSSA/ISTE technology Standards. Many of us in California participated in the processes of the national adoption of technology standards in 2001 and have integrated them into our programs. It would make a lot of sense, I think.

Standard 8

- 8(e) Very unrealistic in terms of logistics. Field experience versus exam.
- 8 & 8d & 8f “Longer term policy design” et. Al is not really realistic without funding for released time.
- Fieldwork should provide the administrative candidate with an opportunity to apply their university course work to the solution of real administrative problems in the public schools. Thus, fieldwork not only provides candidate administrators with administrative experience, but helps public schools, improve. Hence. Point 8(b) is insufficient: “Linkages are made between the field experiences and the content of course work in school administration.” Virtually all students in educational administration programs are teachers. Point 8(d) states that “Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator during the regular school day.” Given the work-day responsibilities of teachers, clarification is needed as to how Point 8(d) will be carried out. Do you expect teachers to ask for a leave of absence in order to work as a full-time administrator during the regular school day? If so, who is to pay for this?
- Standard 8 – What about adding knowledge of a variety of levels in the K-12 system (elementary, secondary...)?
- 8(e) Define “diverse population.” Does this include a school site and/or program with a variety of sp. ed. programs ie: m/m, m/s, ecse and/or low incidence?

Standard 9

- Fieldwork versus exam
- 9. – What is timely? 9b. – This relationship is critical! 9d. – Should be a collaborative effort.

Standard 10

- What does 10(f) mean? These are allow a bit unrealistic at the Prelim level. How is this measured by an exam.
- Recall that most of these folks will be assistant principals.
- Point 10© anticipates that “Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.” This is an ideal not yet attained by legislators, let alone a realistic expectation for administrative candidates. It should be modified.

Standard 11

- Unrealistic at Prelim level. Can't be fostered by an exam.
- 11c – the teacher's job, really.
- 11e – What about adding "self." Candidates should take seriously a plan for their own professional growth.

Standard 12

- Unrealistic at Prelim level. Cannot be nurtured through an exam.

Standard 13

- Unrealistic at Prelim level. How does passing an exam achieve these elements?
- This is repetitive with an earlier standard.
- 13d – add an element of adequacy –what is needed in terms of resources to bring students to an acceptable level of achievement.
- Too many elements in this section that are part of others.

Standard 14

- Essential and can't be measured by an exam.
- Weak, vague.
- 14f – Add no marginalization. Add high expectations for all.
- 14(i) What about knowledge of specific accommodations etc due to students disabilities?

Standard 15

- Unrealistic at Prelim level. Cannot be addressed by an exam.
- Std. 15 & 15a are the same.
- 15 and 15a – same wording.
- Add: understand elements of school finance – equity and adequacy.

Standard 16

- This will not exist for exam takers.
- 16g – for how long? How will districts ever be able to do all this?
- Monitoring programs is every bit as important as the monitoring of individuals.
- Point 16(f) states that "one or more persons... recommend candidates for the preliminary Administrative Services Credential..." One person is not enough; the pressures to approve and the responsibility to respect the integrity of the credential are too great. Customarily a graduate committee includes at least three members. We recommend that statement 16(f) be rewritten as follows: "Two or more persons who are responsible for the program, and one practicing credentialed administrator, recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate's competence and performance."

"No" responses to "address all elements?"

- Program needs to have some type of "pre-administrative" fieldwork similar to student teaching. This would allow the candidates to get their feet wet prior to becoming a full on administrator. Even if its one day per week as administrator they would begin to see the scope and sequence of their position.

- Too many elements overlap with various standards, much too specific to assume for Prelim credential. Simply the standards to cover foundation of serving each child as an individual and allowing candidates to serve in a variety of settings at d.o., middle mgmt positions besides “site instructional leader.” Site instructional leader should do that – lead related to curricula while other staff handle mgmt of facilities, office etc.

General Comments

- These standards are commendable albeit a bit unrealistic at the preliminary level. There is much hypocrisy in establishing these worthy standards and then allowing individuals to avoid them through an exam entry into administration – A major mistake!
- My concern is that there is so much. All these things are important. The need to be careful not to neglect the operational (management) skills needed while we are pressing for more instructional leadership. I wonder about developing leadership in others. I don’t see it; it’s important. As we do with kids, could we have a few important standards and deal thoughtfully and deeply with them? This would take years to do well.
- I believe they do address all the elements, however I believe many are redundant, many are vague – I believe they could be condensed by at least 50%.
- Solid vision of leadership that will support SB 2042 reforms!
- “Outside providers” must be held to the same level of scrutiny as IHE for these standards!!
- Good Job! The elements listed seem to be those that administrators need to know and be able to do. The standards are heavy on practice and include some theory – more on leadership theory. Could standards include more on:
 - Finance issues – equity and adequacy
 - Learning styles – developmental level
 - Language acquisition
 - Program evaluation

Need to clarify at beginning the definition of diversity – so each time it is used – it is clear it includes ability, language, sexual orientation, et al. Good work – If you need help, call on me!
- Training in Special Education laws, regs and issues is a glaring omission. With the number of parents, advocates and attorneys involved – an administrator needs to know what the school districts obligation is to serve these students. Ignorance of this can lead to very costly litigation and put the entire district at legal and financial risk. This needs to be added as a standard or element. All other standards and elements seem important and essential.

The following letter, or a very similar one, was sent to the Commission by 16 separate individuals or agencies. A list of the senders follows an example of the text below.

COMMENT ON THE DRAFT STANDARDS FOR ADMINISTRATIVE SERVICES CREDENTIALS

Dear Commissioners:

The Special Education Administrators of County Offices (SEACO) supports the Commission's work on the development of standards for the preparation of school administrators. However, upon review of the Draft Standards for the Preliminary Administrative Credential, we noted that there appeared to be no standard addressing preparatory training in special education requirements or even what an administrator should be aware of when operating or hosting these programs on his or her campus.

It is important for administrators, particularly new administrators, to have some knowledge of the legal mandates and complexities pertaining to serving students with special needs since approximately 10% of all students fall into this category. These programs, particularly for students with severe handicaps, are some of the most expensive to operate. The statewide average for encroachment to district general funds in order to deliver special education programs and services for 96/97 was 26.4%. The general fund contribution in some districts run over 34% today. If the administrator and school staff are ignorant of the law and violate due process, the result can be astronomically expensive and have a serious impact to the school budget and general fund. Knowing what a district's responsibilities are in serving special needs students as well as understanding how general education staff must be included in the process is critical to avoid legal and fiscal exposure. School administrators need to know how to navigate this expensive and time consuming system to stay out of trouble.

Furthermore, general education programs that include special education students are desirable, demanded and mandated by federal and state law – they are good for all students as well. A school administrator needs to understand this and be able to provide support to both the general education staff and the special educators. Since the general education staff is required to be involved in the planning of programs for students with special needs through the IEP process, the site administrator needs to be prepared to support this.

Consequently, it just makes sense to educate the people who will ultimately be responsible for these programs so that all students receive the education and services for which they are entitled. A new administrator is most at risk for making errors that can prove costly for the district and unfair to the students. Please consider adding a standard to address the complex area of special education in the preparation of new administrators. Thank you.

Sincerely,

Jeanne Petersen Weyers
Area Administrator

Representative to the Special Education Administrators of County Offices (SEACO) for the San Luis Obispo County Office of Education

Other Senders:

- *Signature Illegible*, Special Education Administrators of County Offices (Statewide)
- Dr. Peter G. Mejas, Superintendent and Charlene Samuelian, Administrator, Special Education Services, Fresno County Office of Education
- Paul Frisina, Sulpher Springs School District
- Angela McNeece, Special Education Director, Imperial County Office of Education
- Margaret Cherene, SELPA director, Santa Clarita Valley
- Marty Lieberman, Director, Special Education, William S. Hart Union High School District
- James C. Hanks, District Superintendent, Calipatria Unified School District
- Olivia Mandilk, Director, Trinity County SELPA
- Debbi Brown Director, Sutter County
- Pamela Ptacek, Chair, Special Education Local Plan Area Administrators of California
- Johnny W. Welton, Ed.D. Director, Contra Costa SELPA
- Vernon M. Uyeda, Director, Special Education/SELPA, Stockton Unified School District
- Shelton B. Yip, Administrator, Sacramento City Unified School District SELPA
- Sally Solokoski, Assistant Superintendent, Educational Services, Yuba County Office of Education
- Lorraine Ryor, Director of Special Services, Walnut Creek School District



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March 5, 2003

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 94244-2700

RE: ORGANIZATIONAL POSITION ON PROGRAM STANDARDS
FOR THE PRELIMINARY ADMINISTRATIVE SERVICES
CREDENTIAL

Dear Sam:

The Association of California Administrators appreciates the opportunity to review the Program Standards for the Preliminary Administrative Services Credential. We have reviewed the standards and have the following comments:

1. General Comments

1.1 We recommend that the document be realigned for better flow of information. Category III: Standards of Candidate Competence and Performance should be the opening category of this document. It is the Competencies that will drive the preparation programs. All preparation programs must align with these standards. We recommend that there be a statement for all readers to note that these standards are aligned with the ISLLC Standards and the CPSELs. Further, we recommend that it be strongly stated that the Standards of Candidate Competence and Performance are designed to assist schools deliver the California Academic Content Standards to all students.

1.2 While all of the Standards in Category I: Program Design, Coordination and Curriculum are important, our organization places the greatest value on Standard 6 (Opportunities to Learn Instructional Leadership) and encourages the Commission to place greater weight on this Standard when accrediting programs.

1.3 Standard 7 (Use of Technology) in Category 1: Program Design, Coordination and Curriculum, should not be a separate standard. It is ACSA's position that the understanding and use of technology for communications, systems management and decision-making are an integral part of the job of every administrator. Technology should be an integrated part of all aspects of the preparation program.

It is our concern that, if technology is listed as a separate standard, a preparation program will attempt to meet this requirement by a "course in technology" and miss the entire point of the use of technology as an indispensable leadership tool.

- 1.4 Consistent terminology regarding references to student populations and sub-populations. The school administrator is responsible for the learning of all students and must be able to disaggregate data and attend to the needs of students with various learning challenges. By maintaining a consistent use of the terminology, the provider and candidate are placed on notice that the program must prepare the candidate with a variety of skills, knowledge, attitudes and strategies to meet the needs of a diverse student population.

2. Comments on Specific Standards

Category 1: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

- 1(f) We agree with the concept that there should be an assessment of the candidate's competencies. We would include the statement that recognized that the candidate will demonstrate satisfactory mastery of the competencies at a level for beginning administrators.

Standard 2: Program Coordination

- 2(a) We agree that partnerships are useful in the preparation of candidates. We would expand the types of agencies that might be considered as partners. We would have the statement read: "The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, institutions of higher education, professional organizations, and others."

Standard 3: Development of Professional Perspectives

- 3(b) It is ACSA's position that the preparation program should include a review and discussion of the broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms. It is our position that the teacher preparation program should include fundamental training in this area.

Standard 5: Role of Schooling in a Democratic Society

- 5(a) It is ACSA's position that the beginning administrator should be able to articulate the purpose of public schooling in a democratic society. We believe that it is unrealistic to expect a beginning administrator to "discuss and debate" these issues.
- 5(b) (f) ACSA recommends dropping these statements. The topic of diversity is fully covered in Standard 4.

Standard 6: Opportunities to Learn Instructional Leadership

It is ACSA's position that this is the core of the Administrator Preparation Program and should receive special emphasis in the accreditation process.

6(f) Political, Social, Economic, Legal and Cultural Understanding

- 6(f) (3) This standard lists a number of potential situations in which an administrator must engage in discussions and solve authentic school problems. There is a reference to "administering student discipline." We would change the wording to "administer student behavior." Discipline denotes a negative action. Behavior requires the administrator to have an expanded repertoire of strategies that are both positive and negative and also focuses the administrator on the role of positively influencing student actions.
- 6(f) (5) The statement states that "candidate learns how to open the school to the public." We do not understand the intent of this statement.

Standard 7: Use of Technology

7(a-e) ACSA's position is stated in the General Comments at the beginning of this letter. It is our position that this standard be deleted and a statement be made in each of the remaining program standards emphasizing the importance of integrating technology in the communications, management and decision-making skills of the administrator. ACSA is also interested in how the CTC will monitor the quality and consistency of technology preparation among the various providers.

Category II: Field Experiences in the Standards

Standard 8: Nature of Field Experiences

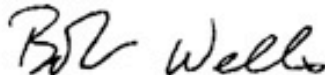
- 8(e) ACSA would change the standard to read: "Whenever possible, authentic and significant field experiences are required for each candidate in a variety of school levels and a variety of school settings, including sites with a diverse school population." While standard, as it is written, is desirable, it may not always be possible to meet this requirement in specific regions of our state.

Category III: Standards of Candidate Competence and Performance

ACSA supports these Standards as written.

ACSA appreciates the thoroughness with which the Commission and its staff have worked on the revisions of the Administrative Services Credential. We look forward to a similar review of the structure and guidelines for the Professional Clear Credential.

Sincerely,



Bob Wells
Executive Director

BW/SR:lg